Non-Instructional Guided Pathways Program Review

As Hartnell College is embarking on a journey to join a growing national movement aiming at improving student success called “Guided Pathways,” the Guided Pathways framework is incorporated into the Spring 2018 Program Review. The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.” (California Community College Guided Pathways, http://cccgp.cccco.edu/About-Guided-Pathways)


Please note that resource requests will occur in fall 2018.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer and Career Center</td>
<td>Click here to enter text.</td>
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*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than April 27, 2018.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Antonio Alarcon</td>
<td>Dean of Student Affairs, Student Success</td>
</tr>
<tr>
<td>Norma Isela Cuevas</td>
<td>Counselor/Coordinator</td>
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</table>
A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/office/non-instructional program focus on students?

[Enter your response in the table cell below. The box will expand as you enter text:]

In academic year 2017-18, the Transfer and Career Center served 966 students via appointments, and an additional 3,842 individuals were served via transfer and career development workshops, the Transfer Day/College Night, Campus Visits and Career/Job & Volunteer/ Majors’ fairs yielding a total of 4,808 recipients.

More specifically, in its 31st Transfer Day/College Night fairs, the center served over 2,030 students and community members in attendance.

A majority of the 4,808 students served by the Transfer and Career Center continue to be first-generation, low-income students from underrepresented ethnic minorities in higher education. This year focused on making sure all students, across all centers, had access to our services and took services to them (Main Campus, King City Campus and Alisal Campus). We are working with all students to prepare them with the skills necessary to plan and achieve a college educational goal. By providing comprehensive academic counseling and advising we are working to ensure students understand the steps they need to take to accomplish their personal, career, and educational goals. Furthermore, we equip our students with the skills and information necessary for preparing to transfer to a university and ultimately starting a successful career.

2. How does your service/office/non-instructional program interact with prospective students in the community and assist/support students to enroll? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Transfer and Career Center provides services to our student body through face-to-face counseling appointments, express counseling, workshops, presentations fairs, phone and some email advising. We rely on our website as a resource to connect with students that may have limited on-campus attendance such as our South County or Distance Education students. However, this year we were able to go out to our KC and AC and provide face to face counseling as well as transfer workshops and career presentations. On Main Campus our counseling appointments are attended in 2
counselor work spaces within the Center. Out in KC and AC we were able to conduct appointments by borrowing office space from other support programs. Our workshops are facilitated both, in-house in an area that fits 15-20 students comfortably, and in smart classrooms throughout campus that we reserve through our facilities department. Our annual major events such as college and career fairs are facilitated in large open areas such as the Student Center and Steinbeck Hall, also reserved through our facilities department process. Our center is staffed by a full time, 12 -month, Program Assistant I (bilingual); a full time, 10-month, Counselor/Coordinator (60% counseling/ 40% coordinator assignment; bilingual); and a year-round part time counselor. During the Fall 2017 semester the center was assisted by two student workers and currently by one. Our hours of operation are Monday through Thursday, 9 am to 6 pm and Friday, 8 am to 5 pm. Events and workshops are hosted in the mornings, weekday evenings, and occasionally, on Saturdays.

Our center also collaborates with programs and organizations that work with prospective students; College Pathways Team, Adult Ed, H.E.P., CSUMB, amongst others. We provide short presentations and tours to Adult Ed, HEP and K-12 students that are visiting our campus. We also conducted classroom presentations on True Colors and more on career development to H.E.P. students in both English and Spanish, and presented to CSUMB students who are wanting to enroll to Hartnell College during the summer and/or concurrently during the academic year. We also assist with a major event on main campus and King City campus, Panther Prep, where we were able to assist students with an abbreviated ed-plan and register for summer and fall courses.

There is always more that can be done especially across campuses but the center does not count with enough staff.

3. How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Transfer and Career Center currently offers the Strong Interest Inventory, MBTI and the Strong assessments for students to take online. Results are released to the student and a follow-up face to face appointment is recommended for a counselor to review and interpret scores and discuss careers suitable to the students’ strengths and interests. There are additional presentations, such as true colors, done in Counseling 1 courses as well as for the High School Equivalency program that guide students toward possible careers. In terms of additional Career services, there is an urgent need for supporting staff in order to increase the Career service delivery.
4. What does your service/office/non-instructional program do to impact and/or support students’ learning in the classroom? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Transfer and career Center offers several learning style assessments which provide students with a sense of they learn best and how to put themselves into positions to succeed when they are faced with instructors who may not teach to several different styles. Moving forward the Transfer and Career Center may be able to enhance student understanding of the “transfer of knowledge process” so that students will better be able to transfer what they have learned not only in transferring out and into their careers with skills, but also they will be able to transfer their knowledge into future classes regardless of discipline.

5. How does your service/office/non-instructional program support students to
   a. Complete their program?
   b. Complete their program on time?
   Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Transfer and Career Center provides services to our student body through face-to-face counseling appointments, express counseling, phone and some email advising. During counseling sessions we make sure students are following transfer pathways and check articulation agreements to make sure students are taking the correct courses in order to complete their program in timely manner. Our center also assists with course to course evaluations and graduation petitions. Transfer 101 workshops were provided in order for students understanding the transfer process early on.

6. What does your service/office/non-instructional program do to assist students in
   a. Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there)?
   b. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)?

   Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]
The best form of counseling is always face-to-face, and our Center allows us to have some privacy in the two counselor work spaces for appointments and express (drop-ins) counseling. For our group sessions/ workshops, having a smart mini-conference room with tables and chairs for 15-20 students in the Center has worked very well. Online advising remains limited to follow-up hours during the week by the individual counselors. Most workshop materials are also available online at our Center’s website (http://www.hartnell.edu/transfer-and-career-center) for 24/7 access for those students that are not able to attend our pre-scheduled workshop events on campus.

When we meet with students face to face we discuss transfer options and what each university has to offer. We ask students for a preference of where they would like to transfer to but also assess what campus would be of best fit; faculty to student ratio, majors that campus is known for, support programs available, cost of living, cost of attendance and financial need just to mention a few. We also utilize ASSIST to help find most appropriate campus by major and courses required and/or recommended. The Transfer Center also conducted visited 6 universities during the year (3 UC’s and 3 CSU’s). With field trip opportunities students are able to get a better idea of what the feel is for each campus, it also opens up the possibility of attending a certain university that perhaps they had never considered.

Our center also invited campuses to visit Hartnell and table outside our campus. This gives an opportunity for students to begin asking questions about campuses and compare opportunities. During our annual Transfer Day and College night event we had over 50 universities attend and showcase their campus to our Hartnell students as well as with the entire community.

The Transfer and Career Center has been able to address the Transfer service delivery needs fairly adequately with the current staff set in place, but in terms of Career services, there is an urgent need for supporting staff in order to increase the Career service delivery.

Ideally, part of the career service goals would be to bring back the Cooperative Work Experience curriculum to provide an enhanced career exploration and preparation experience for our students. This project would require hiring a full-time Career Counselor. This would maximize the College’s opportunity to provide a comprehensive service delivery to students who plan on enrolling at the college, or are currently enrolled. This would also allow the college to maximize its pre-enrollment services to students, which in turn, would maximize the college’s opportunity for Student Success Program and Support (SSSP) state funding. Once a student has successfully chosen a major, education planning becomes more precise and subsequently successful. When we analyze the demographics of our students (first-generation and low-income), preparing them for the expectations of college early is critical to ensure their educational success. This data was collected through the Hartnell
College Admissions and Records office trend data for new applicants over the last five academic years.

B. SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measurable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

http://www.hartnell.edu/service-area-outcomes

Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

[Enter your response in the table cell below. The box will expand as you enter text:]

The following were the SAO assessed in fall 2017:

- As a result of meeting with the transfer & career counselor/attending a transfer workshop, students will have the knowledge and ability to choose and apply to a four year college or university.
- As a result of meeting with the transfer & career counselor/attending a career workshop, students will know components necessary for meaningful selection of career and educational goal.

These outcomes were assessed via a student questionnaire/survey given to students at random when they visited the Transfer and Career Center for services in fall 2017.

2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program? What did you find?

[Enter your response in the table cell below. The box will expand as you enter text:]
The data collected indicates that 92.5% of the students surveyed agree that the counselor assisted them in resolving their questions and increasing their knowledge on appropriate courses they needed to take based on their transfer/career goal. This is a very positive finding, but since it is not 100% we understand there is room for improvement. At our department meetings, we continually discuss service and program modifications. One of the recent discussions led to initiating a plan to train adjunct counselors. We believe that training our part-time counselors in this service will allow us to serve our student body more efficiently. Other areas of discussion included how the department can be more effective in teaching students how to be better prepare for achieving their transfer goals. This includes using tools for course selection, e.g. assist.org, and the new degree audit tool based on their major/educational goal, and how we can continue to assist students in choosing majors (career exploration workshops/ assessments, COU-1 courses, and Major Fair).

c. PREVIOUSLY SCHEDULED ACTIVITIES (Linked to previous PPA)

1. Evaluate the success of each completed activity since your last PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success? Your previous PPA can be found through this link: http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1

[Enter your response in the table cell below. The box will expand as you enter text:]

<table>
<thead>
<tr>
<th>Activity scheduled</th>
<th>What success has been achieved to date on this activity?</th>
<th>What challenges existed or continue to exist?</th>
<th>When do you expect this activity to be completed?</th>
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<tbody>
<tr>
<td>31st Annual Transfer Day/College Night</td>
<td>Approximately 2,030 students and Salinas Valley community members attended in fall 2017. Many students booked follow-up appointments with counselors to ensure they</td>
<td>The SSSP funding covered the breakfast/snacks for the Transfer Day/ College Night university representatives, as well as materials for outreach (posters/flyers for district-wide</td>
<td>This activity was completed on November 1st, 2017. It’s an annual event scheduled for the first Wednesday of November every fall semester.</td>
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were on track and meeting appropriate transfer deadlines related to their education plan.

However, it would be best to have secured funding available under the Transfer and Career Center budget.

| 2. 5th Annual Veterans Appreciation Job Fair | 32 community employers and organizations participated and the event was attended by approximately 425 students and community members. The goal of this event is to continue to build our relationship with community partners and our students so they can make a positive difference in the community while obtaining valuable skills. | N/A | This activity was completed on October 25th, 2017.

It’s an annual event, usually scheduled for 2nd week in October. |

| 3. Majors Fair (3rd Annual) | Close to 20 faculty and staff members participated in this fair. More than 180 students were able to engage in this interactive event and explore majors, degrees, and certificate programs offered. Conflict of class schedule remains a subtle challenge. Although a lot more faculty and students were able to participate, there were still some faculty and students alike who wanted to participate, but | N/A | This activity was completed on September 22, 2017.

It’s an annual event and we expect to host another one in late September 2018. |
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<thead>
<tr>
<th>Event Description</th>
<th>Details</th>
<th>Challenges</th>
<th>Date</th>
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<tr>
<td><strong>4. Annual Spring Job/Career Fair</strong></td>
<td>Had a total of 36 employers registered to participate. We had community members representing many areas and industries that participated. Employers came ready with job and internship opportunities. We had representatives from Ag Sciences, Ag Business, Urban Planning, City of Salinas, City of Seaside Parks and Recreation, military, law enforcement and many more. We had over 330 student participants.</td>
<td>Some challenges still seem to be the local job market seems to be smaller. Also, Monterey had their Job Fair scheduled for this day, forcing employers to split or decide which attend.</td>
<td>April 25, 2018</td>
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<td><strong>5. 4th Annual Transfer Mixer Transfer Achievement Celebration</strong></td>
<td>We had the honor and opportunity to celebrate close to 60 students that are preparing to transfer this Fall 2018. During our event we provided them with the platform to begin networking with others that are</td>
<td>Having specific email lists of graduating students remains a challenge. Promoting this event efficiently is challenging when we don’t have access to pulling aside the students (students who are</td>
<td>May 8th, 2018</td>
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planning to attend the same University. We also invited former students and faculty to come back and discuss their experiences transitioning to a 4 year institution.

completing transfer requirements (CSU GE certificates/IGETC certificates/ AA-Ts and AS-Ts) by the end of spring) that will find this information/even t relevant.